



## Lamar University – M.Ed. in Educational Technology Leadership

### Reflections of Course-based Embedded Assignments

**Directions:** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
EDLD 5306	Fundamentals of Educational Technology - ET8026	<b>A. – 6 hrs.</b>  <b>B. – 6 hrs</b>  <b>Total: 12 hrs.</b>

Description of the Assignment/Performance Tasks (see Appendix I)	Course EDLD 5306 Concepts of Educational Technology:
	<b>A.</b> Students will complete all parts of each Technology/Leadership self-assessments and thoroughly document the results as required. Students will thoroughly summarize key ideas of each section of their State's Technology Plan and describe their State Technology Curriculum Standards. <b>B.</b> Create a blog and wiki reference document
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3</p>	<p>The EDLD 5306 course assignments were a bit overwhelming at first. The first week was very time consuming and had me fearing that I would not be able to manage work, home, kids, and graduate courses. After the first week, the course load became tolerable.</p> <p>When I started EDLD 5306, I envisioned a course that would focus on SBEC and NETS standards. Learning more about the Texas Long Range Plan helped me better understand the importance of the Texas Star Chart. I have completed the Star Chart several times, but I never saw the value in</p>

<p>references.</p> <p><b>Self –Assessment</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)</li> <li>2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</li> <li>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</li> </ol> <p><b>Learn as a Learner</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</li> <li>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</li> <li>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</li> </ol> <p><b>Lifelong Learning Skills</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</li> <li>2. How will your past interactions and collaborations with colleagues</li> </ol>	<p>how the results are used. The knowledge I gained from the assignment on summarizing the Texas Long Range Plan fostered my understanding of the Texas Star Chart. I learned numerous details of the Draft Plan. The Draft Plan gave me many ideas on how I can assist my campus with effective implementation of Technology Application TEKS. I also feel more equipped to address the needs of the 21<sup>st</sup> Century learner. I feel that many of my colleagues will benefit from activities that I learned throughout this course.</p> <p>The course also gave me insight on learning styles and personality traits. I would like to share the Keirseey Temperament Sorter with my campus. The Keirseey Temperament Sorter taught me that greater productivity occurs when I am aware of other's temperament.</p> <p>All of the topics discussed throughout this course were very relevant to the work that I do in my school. The course helped me increase my knowledge base and many of the topics covered the duties of a Technology Integration Mentor (TIM). I am the Technology Integration Mentor (TIM) for my campus. As a Technology Integration Mentor, I support, develop, facilitate, and use Web 2.0 technologies in order to provide mentoring and integration of technology on our campus. I also research, identify, model, and apply concepts and methods to integrate technology into Core Curriculum. TIMs discuss, evaluate, and integrate 21<sup>st</sup> Century teaching methods and technologies. We also assist students and teachers with technologies. Therefore, the topics evaluated in this course were definitely relevant to my work.</p> <p>In <i>Who's in control of the technology-integrated school</i>, Price discussed the importance of technology planning. Price stated, "Principals will have to meet with techies to plan how</p>
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<p>impact your future learning experiences? (2 Points)</p> <p>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</p> <p><b>Additional Criteria</b></p> <p>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</p> <p>2. Mechanics (1 Point)</p> <p>3. APA Format (1 Point)</p> <p>4. Minimum of 3 References (1 Point)</p> <p>(Maximum 25 points)</p>	<p>technology will be organized" (Price, 2005). I think organization must be a focus for every infrastructure. I will face the challenge of getting my principal and district to understand the value of the Technology position on elementary campuses. It is my goal to advocate the necessity for the district to fund the elementary technology position. My district only provides funds for Middle and High school technology positions.</p> <p>This course taught me about my learning style and personality traits. The Keirsey Temperament Sorter taught me to seek-out and to listen to Rationals, because they are people who can help me solve problems more effectively and efficiently. I also learned that Prensky's definition of "Digital Immigrants", describes the majority of my campus (Prensky, 2001). I want to help my colleagues become the "intellectual light" of their students' lives and I want my campus to walk away from "the darkness of the old-fashioned classroom" Prensky (2008). The Internship Plan allowed me to evaluate the needs of my campus. I am excited to have a guide that will help me improve my technology leadership skills. "In order to maintain a certain level of learning, educators must make lessons as relevant to the student's lives as possible" (Prensky, 2008). All the assignments were relevant and added value to my learning.</p> <p>Overall, this course was very relevant and offered a range of knowledge on how to become a technology leader effectively. It allowed me to create my first wiki, blog, and collaborate with classmates. I find all three tools will allow me to learn more from my peers. I look forward to future interactions with my colleagues while using the wiki, blogs, and discussion boards.</p>
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	<p>Prensky, M. (2001). Digital natives, digital immigrants: Part 2. <i>On the Horizon</i>, 9(6), 1-9.</p> <p>Prensky, M. (2008).Turning on the lights. <i>Educational Leadership</i>, 65(6), 40-45.</p> <p>Price, B. (2005).Who's in control of the technology-integrated school? <i>Principal Leadership</i>, 6(1), 51-56</p>
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